Mossneuk Primary School

Standards and Quality Report 2018-19
Mossneuk Primary is a non-denominational school of approximately 500 pupils between the ages of 5-12 years and they are divided into 18 classes. We also have a Nursery Class which caters for 100 children (50am and 50pm) from 3 – 5 years.

The local area is a predominantly privately-owned housing. Access to transport and facilities are very good. The new school building was opened in 2013 and provides an excellent, modern environment in which our children can learn and achieve.

With LEARNING at the heart of everything we do our values of TRUST, RESPECT, KINDNESS, TEAMWORK and FRIENDSHIP help to build the very positive and welcoming ethos within our school. Our VISION, “Growing to Learn, Learning to Grow”, is being embedded in all areas of school life and our AIMS ensure that we are considering the academic, health and wellbeing and future ambitions of our current Nursery and School pupils. See the following page for our Vision, Values and Aims illustration.

We have a very active Parent Council and Parent Teachers’ Association who both play an integral role in school life – both in the “business” side as well as fundraising to support learning and teaching.

We are part of the Duncanrig Learning Community and, as such, we have strong links with the Secondary and all other Primary Schools in the area. Transition links are strong between ourselves and Duncanrig Secondary School, with events and visits taking place in both P6 and in P7.

Our Senior Leadership Team consists of a Head Teacher, 2 Depute Head Teachers, 2 Principal Teachers and Nursery Team Leader.

Over the last few years staffing has remained relatively stable, with a good number of staff working at the school for a prolonged period of time. Most years one or two Newly Qualified Teachers have joined the staffing complement.
Our Vision, Values and Aims

Growing to Learn, Learning to Grow

Our aims ensure our pupils are encouraged to GROW and FLOURISH.

AT MOSSNEUK WE AIM TO...

- provide a vibrant, pupil centred, stimulating environment where pupils flourish.
- work together to foster a wide range of partnerships.
- ensure every child's needs are respected and supported and their individuality is valued.
- give each child the confidence and passion to embark on their own learning journey, providing knowledge, skills and experiences which inspire lifelong learning.

Our curriculum and learning is the MAIN TRUNK of the work of the school.

Our ethos and values are at the ROOT of everything we do.

Literacy & English
Numeracy & Maths
Health & Wellbeing
Expressive Arts
Religious & Moral Education
Sciences
Social Studies
Technologies

FRIENDSHIP
TEAMWORK
KINDNESS
RESPECT
TRUST

Growing to Learn, Learning to Grow
Review of SIP progress session 2018 - 19

Priority 1:
Raising Attainment in Literacy and Numeracy
Ensuring that all pupils are supported and challenged appropriately

<table>
<thead>
<tr>
<th>National Improvement Framework Key Priorities</th>
<th>National Improvement Framework Key Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improvement in attainment, particularly in literacy and numeracy;</td>
<td>• Assessment of children’s progress</td>
</tr>
<tr>
<td>• Closing the attainment gap between the most and least disadvantaged children;</td>
<td>• Performance information</td>
</tr>
</tbody>
</table>

HGIOS 4 QI
- 1.2 Leadership for learning
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement/Securing children’s progress

Progress and Impact:

Literacy:
Almost all staff have received training in the Active Literacy approaches from SLC. Baseline assessments in both Reading and Spelling, as well as assessments at both Assessment Weeks throughout the year (November and June), have allowed teachers to group all children appropriately, have a starting point of where to begin the programme as well as continually track and monitor individuals’ progress.

One of our Principal Teachers has continued in the role of Literacy Coordinator, supporting staff in their own understanding of the programme, answering any questions they may have on the implementation. He organised, along with another six members of staff, a successful Parent Information Workshop, sharing the strategies with over seventy parents who attended. 100% of parents/carers who attended reported that they found the session useful and informative. Information Leaflets were created and shared with all families of the school following this event.

Due to procurement difficulties, our new books were not purchased early enough in the year to allow staff to use them with the children. Book Bug resources are now purchased for P1 – P3 children and our current Oxford Reading Tree books have been Bookbanded to be added to the selection of books.

A group of P3 pupils worked with our other Principal Teacher and member of support staff to plan and develop changes to our Infant Library. It is now a more welcoming and comfortable area to use and classes from P1 to P3 are using it on a weekly basis with their pupils.
All teaching staff attended a session at Crosshouse Primary at the August Inservice Day on Talking and Listening strategies and how these are linked with the Reading Strategies currently in use within the school.

**Numeracy:**
All teaching staff undertook a session on Number Talks at the February Inservice Day. Every class teacher undertook a pre-assessment of mental maths ability with their whole class following this training. All staff are implementing the progressive Number Talks programme within their class. Post assessments, undertaken in June, have shown that there has been an 8.11% increase in the mental ability of pupils over this twelve week period. Many pupils across the school are now more fluent in being able to identify and explain the strategies they use when undertaking mental calculations within their class. Our NQT used the implementation of Number Talks within her P3 class as her NQT study, with excellent results.

A number of staff visited Crosshouse Primary to see Numicon being used in an infant class. These members of staff returned with ideas on how to utilise this visual resource in their class. A Numeracy Lead Teacher with expertise in Numicon delivered a lesson at P1, P2 and P3 and all infant staff were able to observe one of these sessions, again as CLPL for their own development. By June 2019, 83% of children in P1 – P3 are on track or exceeding their levels for Numeracy. This is a 5% increase from August 2018.

**Supporting Learning in the Classroom:**
Our PEF Teacher undertook Early Intervention input with a range of children from P1 – P3. This included working with individuals, small groups and team teaching in class. From the children who were involved in these extra sessions, all showed an improvement in their focused area of the curriculum, either Reading, Writing or Numeracy. Our DHT set up Numeracy intervention groups for identified pupils in P4 – P6. The table below illustrates improvements made by each of the 26 children in the groups...

<table>
<thead>
<tr>
<th>No. of pupils</th>
<th>Primary 4</th>
<th>Primary 5</th>
<th>Primary 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre assessment average score</td>
<td>8.25 (Out of 15)</td>
<td>9.6 (Out of 15)</td>
<td>7 (Out of 15)</td>
</tr>
<tr>
<td>Post assessment average score</td>
<td>9.5 (out of 15)</td>
<td>10.3 (Out of 15)</td>
<td>10.4 (Out of 15)</td>
</tr>
<tr>
<td>% of pupils showing an increase in ability</td>
<td>70% 7/10 pupils achieved higher post assessment results.</td>
<td>77.7% 7/9 pupils achieved higher post assessment results.</td>
<td>88.8% 8/9 pupils achieved higher post assessment results.</td>
</tr>
</tbody>
</table>

**Tracking and Monitoring:**
New planning formats have been developed and piloted by all teaching staff which take into account the bundling and inclusion of Benchmarks when Planning for Assessment. This has allowed staff to take more cognisance of the Benchmarks, streamline planning due to the bundling nature of the planners and will support teacher judgement.

Termly tracking meetings are more focused on class teachers supporting children who require it in the classroom. They have also helped to identify children who require additional support. April’s tracking meeting focused on the “amber” children who are “not yet on track” and what classroom intervention would support them in becoming “on track” by June. All staff were involved in the inputting and interrogation of this data before and during these meetings.
“School Profile on a Page” and “Stage on a Page” have been created to allow for the information pertaining to the whole school and each stage within it to be contained in a manageable and purposeful way. Staff were involved in the creation of these documents and these will be used in an ongoing way and revisited regularly.

Within our Nursery, the South Lanarkshire tracking statements were added to our online journals. This has allowed all Nursery staff to undertake the more streamlined and specific tracking of their children with “I can” statements that are specific and next steps which are manageable.

Moderation:
Following the publishing of our Improvement Plan, it was decided by the Learning Community to take more of an “in house” focus on moderation before moving back to the Learning Community model established. Internally, staff groups (within levels) worked on identifying Benchmarks and success criteria from which to plan an assessed piece of writing. This was then successfully moderated with another member of staff to help show progression and achievement of a level at Early, First and Second Level. In order to look outwards, staff from each Level within the Learning Community came together to share Number and Number Processes evidence with one another. This will help to inform the moderation process in the future.

Next Steps:

Literacy:
- Continue to monitor the progression of Active Literacy approaches across the school, through baseline and Assessment Week tasks as well as in our Quality Assurance Calendar.
- Book banding will become our infant reading scheme, with all infant pupils being Benchmarked three times across the year to ensure appropriate progress and challenge is being given.
- Our PT will work with a group of senior pupils to develop our Senior Area Library, with particular focus on reading for information and non-fiction texts. Two members of staff, under the guidance of our PT, will promote the First Minister’s Reading Challenge to further encourage the enjoyment of reading across the school.
- SNSA data will be interpreted by all members of staff to help support further developments.

Numeracy:
- Number Talks will be fully implemented in all classes across the school.
- Numicon training will take place for all staff to encourage these visual approaches to teaching and learning of numeracy across the whole school.
- SNSA data will be interpreted by all members of staff to help support further developments.
- Numeracy planners in the school will be introduced which take into account SLC’s progressive Benchmark pathways and planning for assessment in this curricular area.

Supporting Learning in the Classroom:
- Six teachers will undertake focused research based studies of change to help support identified pupils across a range of classes. These will involve the staff in undertaking professional reading, implementing and project and evaluating its success over the course of a term.
- Other interventions, for individual pupils, will continue to be implemented to support learning of pupils who require it.

Tracking and Monitoring:
- Our children who are exceeding levels within literacy and numeracy will be a focus for tracking and monitoring and development, ensuring we are providing the necessary challenge for these pupils.
- A procedure for the tracking and monitoring of participation and engagement by pupils, within and outwith classrooms, will be developed.
## Priority 2: Teaching and Learning

Ensuring continuity and progression in teaching and learning across the school, from Nursery to P7.

<table>
<thead>
<tr>
<th>National Improvement Framework Key Priorities</th>
<th>National Improvement Framework Key Drivers</th>
</tr>
</thead>
</table>
| • Improvement in attainment, particularly in literacy and numeracy;  
• Closing the attainment gap between the most and least disadvantaged children;  
• Improvement in children and young people’s health and wellbeing; and  
• Improvement in employability skills and sustained positive school leaver destinations for all young people. | • School leadership  
• Teacher professionalism  
• Parental engagement  
• School improvement |

**HGIOS 4 QI**

- 1.1 Self Evaluation for self-improvement
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 2.2 Curriculum
- 2.3 Learning teaching and assessment

## Progress and Impact:

**Curriculum:**

The basis of a Curriculum Rationale for Mossneuk Primary has been established, with pupils, parents, staff members and members of the Leadership Team being consulted on “What makes Mossneuk, Mossneuk” under the four contexts of learning.

All teaching staff members were involved in a Curriculum Champion area of development. These included Outdoor Learning, Digital Literacy, Growth Mindset, RRSA/Global Citizenship and Science and each group have identified areas to be taken forward next session (see Next Steps below).

Members of staff in each group shared their work with the rest of the staff at May’s In-service Day, sharing their good practice.

**CLPL – Tapestry:**

Four members of staff undertook Tapestry Leader training in an ongoing basis across the session. They then delivered five CAT Nights to staff members throughout the year, with a focus on Success Criteria, Questioning and Giving Feedback. All staff members have adapted their classroom practice in line with reading, research and discussions they have undertaken.

**Pupil and Parental Voice and Leadership:**

Following whole school discussions at Assembly and Mossy Voice Groups, pupils selected Learning and Teaching as their HGIOURS focus for this session.

Monthly Mossy Voice meetings, where all children from the school and a group from the Nursery were involved in mixed stage groups, were held monthly with a different focus for each session. Primary 7 pupils developed their
leadership and presentation skills whilst staff members took on a facilitator role. Discussions were focused around “What Makes a Good Lesson”, HGIOURS, Global Citizenship, World Book Day and a House Portrait Challenge. Monthly “Tea with Mr C” session involved pupils in HGIOURS discussions. These included discussions around our Curriculum Rationale, a mid and end of year SIP evaluation, HGIOURS Traffic Lighting and how we can make our assemblies better. 12 – 15 pupils from all stages of the school were involved in each session.

Reflection time was established in some classes across the school, where staff members undertook reviews of the week, learning log tasks and target setting activities.

Next Steps:

Curriculum:
- Mossneuk’s Curriculum Rationale will be brought together and published early next session. This will involve the collation of the information collected from the stakeholder consultations undertaken this year.
- Staff members in each Curriculum Champion group will continue to be identified as such, now being the “go to” people for staff to approach for ideas, information or advice on their area of expertise. Areas to continue include...
  - Outdoor Learning – an advice leaflet was produced to support all staff in this curricular area.
  - Digital Literacy – staff to undertake focused “drop in” training sessions over the next year.
  - Growth Mindset and RSSA/Global Citizenship – lessons produced for each teacher to undertake at the start of next session with their new class.
  - Science – resources collated and Benchmarked planners created to be utilised next session.

CLPL – Tapestry:
- Tapestry to continue until February 2020, with a further three CAT sessions, focusing on Peer Assessment and Target Setting. Our four Tapestry Leaders will continue in their Leadership role within this.

Pupil and Parental Voice and Leadership:
- Pupil and parental voice and engagement will be an underlying focus across all areas of our School Improvement Plan next session.
- Mossy Voice and Tea with Mr C sessions will also continue to be used as self evaluation groups.
- Reflection Time will be a bi-monthly focused time in all classes in the school next year.
- A Behaviour Charter will be developed, alongside a review of our Behaviour Policy, in relation to the identified area of development within HGIOURS.
Two sketchnotes to illustrate this session’s priorities and what we have done to fulfil these across the course of the year.
Interventions and progress towards closing the poverty-related attainment gap 2018-19

Intervention 1: Raising Attainment in Literacy

Planned Interventions:
- 0.4 Teacher to work with individuals and groups of identified pupils (P1 – P4) to provide specific interventions for children within targeted groups (in spelling, writing and reading) who are not achieving expected Literacy results.
- Support Assistant to work with individuals/groups of targeted pupils (P1 – P4) in spelling and reading.
- 2 children from P5, 2 children from P6 and a child from P7 receive targeted Catch Up Literacy support.
- 31 children from P2 – P4 receive targeted 5 min box support (14 at P2, 11 at P3 and 6 at P4)
- School to become a Phase 1 Active Literacy School, including...
  - All staff to undertake training with SLC Literacy Officer
  - P1 – P3 reading scheme to be updated and benchmarked, providing wider range and variety of texts.
  - An Active Spelling workshop to be delivered to parents/carers

Impact of Interventions
- A range of children across P1 – P4 have been targeted as children requiring additional early intervention support in Literacy by both a teacher and support assistant. The pupils within these groups have varied across the course of the session, with pupils being added to or removed from groups as and when required. All have progressed well through the intervention they were using – including Catch Up Literacy, 5 minute box and Stareway to Spelling.
- Active Literacy approaches are now embedded within all classes, with almost all teachers now having been trained. Across the school, spelling assessments have shown that...

<table>
<thead>
<tr>
<th>Stage</th>
<th>% of pupils who are on track or exceeding their levels in spelling (AUGUST 2018)</th>
<th>% of pupils who are on track or exceeding their levels in spelling (JUNE 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 1</td>
<td>70</td>
<td>83</td>
</tr>
<tr>
<td>Primary 2</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>Primary 3</td>
<td>60</td>
<td>82</td>
</tr>
<tr>
<td>Primary 4</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>Primary 5</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>Primary 6</td>
<td>69</td>
<td>76</td>
</tr>
<tr>
<td>Primary 7</td>
<td>78</td>
<td>80</td>
</tr>
</tbody>
</table>

- There has been an improvement in phonics/common word learning at the P1 level. These results will be formalised after the ELSA has been completed by the end of this term.
- The Benchmarked books are now in the school and our current scheme has also been Benchmarked. These new approach to reading within P1 – P3 will begin in August 2019.
- Our Parent workshop in February was very successful, with 100% of parents who attended commenting that the workshop was useful and beneficial.
### Intervention 2: Raising Attainment in Numeracy

**Planned Interventions:**
- Numicon resources purchased for use in P1 – P4 classes last session. All staff will implement these approaches in their classes.
- Further Numicon training to be sourced.
- DHT to undertake Numeracy support groups (P4 – P7), using Number Talks as a process to teach mental strategies.
- DHT to undertake training in Number Talks for all staff.
- All staff to roll out Number Talks as a mental maths process within their own class.
- DHT to undertake a parent workshop in the Number Talks strategies.

**Impact of Interventions:**
- Elements of Numicon are being implemented in classes from Primary 1 – Primary 4. There have been noted teacher-judgement improvements in areas such as number recognition, odd/even numbers and number bond identification using this visual resource.
- Training for Numicon will take place for all staff in August 2019.
- A targeted group of 26 pupils from P4 – P6 who require support in basic mental number processes are receiving twice weekly Number Talks input from DHT. Assessments have shown...

<table>
<thead>
<tr>
<th>Stage</th>
<th>% of pupils within targeted groups who have shown an increase in their mental calculation ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 4</td>
<td>70%</td>
</tr>
<tr>
<td>Primary 5</td>
<td>77.7%</td>
</tr>
<tr>
<td>Primary 6</td>
<td>88.8%</td>
</tr>
</tbody>
</table>

- This shows that this input was successful in supporting these targeted children in each of the four stages.
- Whole staff training was undertaken at February Inset and Number Talks strategies are now rolled out across the whole school. A pre assessment was undertaken by each pupil in February 2019 with a follow up assessment taking place in June 2019. The results are...

<table>
<thead>
<tr>
<th>Stage</th>
<th>Average assessment score in February</th>
<th>Average assessment score in June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 1 (out of 10)</td>
<td>4.57</td>
<td>5.79</td>
</tr>
<tr>
<td>Primary 2 (out of 10)</td>
<td>7.76</td>
<td>8.51</td>
</tr>
<tr>
<td>Primary 3 (out of 15)</td>
<td>8.76</td>
<td>10.83</td>
</tr>
<tr>
<td>Primary 4 (out of 15)</td>
<td>12.76</td>
<td>13.41</td>
</tr>
<tr>
<td>Primary 5 (out of 20)</td>
<td>17.19</td>
<td>17.88</td>
</tr>
<tr>
<td>Primary 6 (out of 20)</td>
<td>15.67</td>
<td>17.12</td>
</tr>
<tr>
<td>Primary 7 (out of 20)</td>
<td>17.20</td>
<td>18.79</td>
</tr>
</tbody>
</table>

- This shows the positive impact that Number Talks have had at all stages across the school.
- A Number Talks parent workshop took place in April, where around 40 parents were introduced to the strategies and given some practical examples. An information leaflet was produced and this will shared with all families within the school.
Intervention 3: Tapestry

**Planned Interventions:**

- Four staff to become Tapestry Leaders, undertaking training and leading Tapestry groups within staff.
- All staff to undertake Tapestry Workshops (over two years) focusing on...
  - Success Criteria
  - Questioning
  - Feedback
  - Peer Assessment
  - Target Setting

- All staff to undertake professional reading based upon the areas identified above to support changes or adaptations to their classroom practice.

**Impact of Interventions:**

- Our four tapestry leaders have undertaken the initial masterclass with Dylan William and have been to five other workshops.
- Five Tapestry CAT nights have taken place in school, with the staff being split into two Tapestry groups.
- Staff have undertaken the initial self-evaluation for their own progress. These results were collated and compared to the same questionnaire at the end of the year’s sessions and in June we have seen an increase in the confidence levels of staff.
- Tapestry leaders report good participation and contributions from almost all staff. Elements of the work undertaken was evident within Learning Observations undertaken in October. This will continue to be promoted throughout all learning and teaching.
- Tapestry leaders are demonstrating more willingness to lead by example in the school as well as take forward further leadership opportunities.
1.3 Poverty-related attainment gap data

Closing the Gap Attainment Over Time: Numeracy

Closing the Gap Attainment Over Time: Reading

Closing the Gap Attainment Over Time: Writing
The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement.

As we have such a small number of pupils who are in SIMD 1 and 2 plus FME in the school it is very difficult to make this comparison to around 500 other pupils.

The graphs do show that the biggest “gaps” appear in Numeracy, Reading and Writing and therefore these are the focuses for our interventions next session. We need to undertake more focused interventions, focusing on these few individuals in order to close the gap for them. As outlined below, our plan is to undertake small studies of change, which will include each of our SIMD 1 and 2/FME pupils in order to support them in the area they are most struggling.

Data from the graphs is not clear, but we recognize the importance of focusing some of this input on Health and Wellbeing and, in particular, resilience and developing a growth mindset as these are the areas that some of our SIMD 1 and 2/FME pupils struggle most in.
Achieving Excellence: Overall Progress towards National Improvement Framework Priorities
Session 2018-19

<table>
<thead>
<tr>
<th>Literacy:</th>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td>P4</td>
<td>P7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015/16</td>
<td>77.46</td>
<td>96.77</td>
<td>96.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>89.83</td>
<td>88</td>
<td>93.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td>89.36</td>
<td>90.14</td>
<td>89.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018/19</td>
<td>81</td>
<td>85</td>
<td>85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Writing | | | | | |
| P1 | P4 | P7 | | | |
| 2015/16 | 78.87 | 96.77 | 96.77 | | |
| 2016/17 | 84.75 | 88.00 | 89.23 | | |
| 2017/18 | 89.36 | 85.92 | 92.54 | | |
| 2018/19 | 79 | 67 | 80 | | |

| Listening and Talking | | | | | |
| P1 | P4 | P7 | | | |
| 2015/16 | 95.77 | 96.77 | 96.77 | | |
| 2016/17 | 88.14 | 94.67 | 100 | | |
| 2017/18 | 89.36 | 100 | 97.01 | | |
| 2018/19 | 85 | 87 | 83 | | |

**Strengths**

- Our data over the last four sessions shows that we are achieving above both SLC and National Levels within most areas of Literacy. Our particular area of strength lie in Reading at P4 and P7 and Listening and Talking at P1 and P4.
- When comparing data from 2015/16 to 2018/19 (where we can compare the same children moving from P1 – P4 and P4 – P7) we can see that the children currently at P4 have improved their reading ability by almost 8%.
- Our lowest attaining pupils are being supported in Literacy using a number of different strategies which are proving to be successful in supporting their learning and advancement. These include 5 min box, Catch Up Literacy, Stareway to Spelling, Nessy and IDL online.
- Tracking and Monitoring have continued to focus on pupils who are not reaching their targets. At our most recent Tracking Meetings these have focused on our “amber” children and this will continue to be a focus next session too.
- Scottish National Standardised Assessments have been implemented at P1, P4 and P7 and these results will be analysed at the start of next session to support staff in focusing their teaching and highlighting any gaps in learning individual pupils have.

**Next steps**

- Our more varied reading programme for P1 – 3, with benchmarking books – will allow children to experience a wider variety of texts – fiction and non-fiction – and we hope this will allow reading results at P1 to be maintained or increase and, in future years, this will impact the rest of the school too.
- As our results are higher than local and national averages, we plan to focus on ensuring pupils who are exceeding their levels are being appropriately challenged and motivated in their learning.

<table>
<thead>
<tr>
<th>Numeracy:</th>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td>P4</td>
<td>P7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015/16</td>
<td>76.06</td>
<td>93.55</td>
<td>96.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>89.83</td>
<td>78.67</td>
<td>81.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td>92.55</td>
<td>87.32</td>
<td>88.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018/19</td>
<td>88</td>
<td>82</td>
<td>88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths**

- Our numeracy attainment levels continue to be above SLC and national averages.
- When comparing data from 2015/16 to 2018/19 (where we can compare the same children moving from P1 – P4 and P4 – P7) we can see that the children currently at P4 have improved their numeracy ability by just under 6%.  

[Image]
• Staff continue to be confident in the placement of children within a level, identifying whether they are exceeding, on track, not yet on track or not on track.
• Our adapted mental maths programme and shared approaches have helped to improve levels of mental calculation and strategy understanding at all stages in the school. An 8.11% increase in ability in this area has demonstrated that we are moving in the right direction here.
• Scottish National Standardised Assessments have been implemented at P1, P4 and P7 and these results will be analysed at the start of next session to support staff in focusing their teaching and highlighting any gaps in learning individual pupils have.

Next steps
- Continuing to ensure our recently implemented mental maths structure becomes consistent across all stages and classes within the school.
- Ensuring all staff have a basic training in Numicon will allow this visual approach to be implemented in full in the infant department and to support groups of learners at other stages of the school too.
- A more structured approach to the support of pupils who are struggling with areas of maths will help to assist them in breaking down some barriers to their level of understanding.
- A particular focus on ensuring our “exceeding” children are being challenged appropriately will ensure pupils who are achieving well are doing so at the correct pace and with appropriate resources.

<table>
<thead>
<tr>
<th>Health and Wellbeing</th>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
</table>

Strengths
- Our P.E. programme continues to be progressive and allows the skills and knowledge in their area of the curriculum to be taught in a meaningful and organized way.
- Staff have taken forward a number of areas of Health and Wellbeing within their “Curriculum Champions” development work. This has included Outdoor Learning, Growth Mindset.
- As a Gold Rights Respecting School our work on the Rights of the Child has continued to take prominent place within Pupil Voice work as well as a curriculum focus through our Global Week and other Rights based lessons. This has included a link with another school in South Lanarkshire who we have shared our good practice with.

Next steps
- Resilience will be included as a particular focus for groups of children within our PEF plan, pinpointing areas where the gap can be closed for some of our vulnerable pupils be undertaking small studies of change.
- Every class will undertake a Growth Mindset and Global Citizenship focus at the start of next session to promote the importance of these areas.
- In March 2020 we will be undertaking our reaccreditation for the Rights Respecting School scheme.
- Pupil participation and engagement levels will be a particular focus within our School Improvement Plan for the session 2019 – 2020, where we will work with staff, parents and pupils to ensure this is being tracked and monitored successfully.
Employability Skills/Positive Destinations

<table>
<thead>
<tr>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
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</table>

Strengths

- Pupil Voice continues to be an ongoing priority, where we have used How Good Is OUR School to take forward the area of Teaching and Learning across the school. This has empowered pupils to make positive changes and to ensure their voice is being heard.
- Many classes undertook enterprise projects linked to their IDL work. These have impacted the pupils, allowing them to develop their team work, communication and organisation skills in a practical and real-life way.

Next steps

- Within next session’s Improvement Plan we have a focus on Skills for Learning, Life and Work and Developing the Young Workforce. This is an area which we haven’t had a recent focus on and feel this would help to increase the areas of strength, for both staff and pupils. Focusing on this “Across Learning” area will allow staff to identify and share skills development across all areas of the curriculum.
Our learners, across the year, have been successful and have had so many fantastic achievements.

Our “Year In the Life” slideshow continues to showcase these individual, group, class and whole school successes, focusing in on our School Vision – Growing to Learn, Learning to Grow. These are also demonstrated through our school Twitter page on a daily basis. Our Achievements Showcase wall continues to be updated monthly, following our Celebrating Achievements Assembly. Pupils are keen to share their out of school successes with the whole school and post them on this board. This same feature appears within the Nursery on their Growing to Learning, Learning to Grow tree.

Our P1-3 Nativity was once again a resounding success. Hundreds of P1 – P3 parents were able to share in the success of the pupils, with P1 and P2 children taking part as a mass choir and P3 pupils taking the lead roles. They were wonderful! Our Nursery children also performed their very own Nativity – both am and pm – to a large family-based audience.

This year was a special one for the school, where we celebrated 40 years of Mossneuk. These celebrations took place throughout February and into March, with a community open afternoon, displaying many old photographs and other memorabilia from over the forty years, a school based “party”, a set of “40” based challenges for each class to complete as well as a birthday gift for every child.

The celebrations continued with our P4 – P7 Show, involving the whole upper school. They shared their hard work with family, wider school and community based audiences, as well as an audience of invited guests from the history of the school. The show, “Mossneuk @ 40 showcased the wide range of talent within the school over these sell out performances, telling the story of the school through song, dance and comedic acting.

Throughout the year, our Mossy Voice Groups have worked hard to take forward aspects of the How Good Is OUR School agenda, utilising this new focus for Pupil Voice to pinpoint areas of Teaching and Learning which they felt could be added to and developed.

Across the year, each class undertook a class trip, to both near and far destinations. These included visits to the Science Centre, Stirling Castle, Whitelees Wind Farm, Calderglen Park, Edinburgh Zoo and the annual trip for P7 to Lochgoilhead. The outdoor education experience was wonderful for our senior pupils, where their behaviour was impeccable, and they tried things they would never have imagined! We were very proud of their efforts!

Our school sports teams, once again, did us proud. Our football teams – both boys and girls – gave great performances as did our netballers. Our athletics team worked hard too, with a team of individuals bringing home medals from the SLC finals. The cross country team also did well, with great effort in the East Kilbride and Strathaven championships, as well as the SLC finals and Scottish Schools’ races. A great effort by all involved!

Throughout the year we once again have very much appreciated the parent/carer support. The input of families - supporting learning in the classroom, sharing their expertise and work experiences, helping out in classes and on trips and in a wider sense within the PTA and Parent Council – has been invaluable in ensuring the high quality of learners’ experiences is maintained. A massive cheque for £13250 was donated to the school following the hard work of the PTA across the year. This will be used to support further playground, literacy and library developments.

Overall, another fantastic year for the pupils of Mossneuk, with wonderful achievements all round!
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>How are we doing?</th>
<th>How do we know?</th>
<th>School Self-Evaluation</th>
</tr>
</thead>
</table>
| 1.1 Self-Evaluation for Self-Improvement | All staff are involved in the self-evaluation process, recognising that it is essential to support continuous improvement.  
Our school and community are involved in regular and effective collaboration (via questionnaires, discussions at Parent Council, within staff meetings and within our Mossy Voice Groups) leading to a shared understanding of the school’s strengths and improvement needs.  
Within our school and with our learning community, we continue to engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations. All teaching staff are involved in this process and we will continue to improve, adapt and enhance this process.  
We gather a range of data and information to monitor and track progress for all learners, including formative and summative assessment results as well as ongoing teacher judgements.  
Our planning has been adapted to more rigorously reflect assessment of the Benchmarks.  
Our monitoring and tracking has been streamlined to focus on the impact for learners in each class, with a different focus for discussion being evident within each term’s discussions. Notes are now more detailed for each pupil. | HGIOS 4 discussion notes throughout the year  
Parent Council minutes, with focused discussions on specific topics.  
Notes from Mossy Voice and Tea With Mr C meetings  
Moderation activities within school and within Duncanrig Learning Community | Good |
We actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result.

| 1.3 Leadership of Change | From ongoing discussions with staff, they have a clear understanding of the school context, looking closely at the individuals who are represented within it. Leaders at all levels, including the Leadership Team, class teachers and support staff motivate and inspire others to sustain this shared vision within the work they undertake daily. This year’s focus was through Curriculum Champion groups, where every staff member had a lead role to play. All staff are developing a more informed and realistic approach to supporting the learners in the school. They are committed to improvement for the benefit of their learners, looking closely at their strengths and development needs. All staff are involved in the self-evaluation process, through inservice and CAT discussions. Everyone helps to inform the rationale for future developments and improvements. The Leadership Team are considerate of ensuring collaboration and team work are key in taking forward developments, involving staff at all stages of the process, often asking them to lead in certain areas to take the work forward | Tracking and Monitoring data and notes. HGIS 4 discussion notes Departmental minutes CAT minutes Inservice training Inservice Minutes | Very Good |
(eg. Number Talks, Literacy Coordinator, Curriculum Champions).

Staff are involved in the evaluation of developments and interventions, leading to adaptations and improvements to ensure “programmes” are adapted to suit their class or our school.

Staff are regularly encouraged to “try out” new things and approaches following their own research or professional learning. They are encouraged to report this back to the wider team, sharing their good practice and supporting others in taking developments forward. This collaborative approach continues to be a real strength of the staff within Mossneuk.

2.3 Learning, teaching and assessment

The ethos of Mossneuk, although it is a very large school, is positive, family orientated and nurturing. This helps to build positive classrooms which lead to high-quality learning experiences and outcomes for most pupils.

Out of school achievements are shared within class, at a monthly assembly and on a special display within the school. These are also recorded within pupil attainment and achievement folders.

Many pupils take on leadership roles in the school – including buddies, mediators, leading lunch time clubs and monitors.

All pupils are considered to be leaders of learning within their own classrooms, with elements of this being supported by the

Classroom practice/observations

General ethos within the school

Achievements wall within the foyer of the school.
Pupil attainment and achievement folders.

Leadership list for pupils.

Pupil work
Pupil reports

Good
<table>
<thead>
<tr>
<th>Tapestry programme for all teaching staff to ensure a consistency across the whole school.</th>
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</thead>
<tbody>
<tr>
<td>Questioning and Feedback have been particular Tapestry focuses, with all teachers developing their skills in these areas across the session, learning from one another.</td>
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<tr>
<td>Our planning processes within the school have been adapted to very much focus on planning for assessment, where this assessment is considered at an early stage within the process. The forward planning takes into account learners of differing abilities within each class and evidence is now collected to ensure teacher judgements can be supported.</td>
</tr>
<tr>
<td>All staff are becoming more adept at identifying next steps for their own learners.</td>
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<tr>
<td>Data analysis has progressed within the school, with all staff now being involved in a greater way in this process. With Stage on a Page being piloted in May/June and rolled out for next session, having a working knowledge of the data will assist staff in making the correct choices for their own pupils.</td>
</tr>
<tr>
<td>Teacher forward plans</td>
</tr>
<tr>
<td>Tracking and monitoring spreadsheets and notes</td>
</tr>
<tr>
<td>School on a Page</td>
</tr>
<tr>
<td>Stage on a Page</td>
</tr>
</tbody>
</table>

### 3.1 Ensuring wellbeing, equity and inclusion

<table>
<thead>
<tr>
<th>The climate within Mossneuk is very much one where pupils feel safe and secure. A nurturing approach is evident within most of our classrooms. The principles of GIRFEC are at the heart of the wellbeing work undertaking in the school – looking at children as a whole and allowing them to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom experiences</td>
</tr>
<tr>
<td>Good</td>
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</table>
develop their own skills and talents.

The tracking and monitoring process within the school are very inclusive, recognising the needs of individuals and focusing on positive outcomes for each of them, considering their mental, social and emotional wellbeing.

Most staff are becoming more adept at evaluating ASPs and ensuring targets are SMART.

Most pupils have a positive relationship with their class teacher and/or other adults within the school. This ensures they are able to share any personal or sensitive issues with a trusted adult.

Positive relationships are built up with families, both closest and wider family members. Class teachers form positive bonds with their children’s parents, being open and approachable, encouraging direct communication with them if they have any questions, queries or concerns.

Being a Gold Level Rights Respecting School, work on the rights of the child are embedded in our practices, with more of a Global focus being successful over the course of the year.

Outdoor spaces – both in the school playground and beyond – are used by both the nursery and the school to take learning forward as well as promote the health and wellbeing of all.

| 3.2 Raising attainment and achievement | Many pupils at Mossneuk are attaining appropriate levels for | Tracking and monitoring meetings | Good |
both Literacy and Numeracy or are exceeded these. Next session’s focus on pupils who are exceeding their levels will help ensure continuity of challenge across the school.

Literacy and Numeracy have continues to be central to both our priorities as well as in our tracking and monitoring of pupils’ progress. We track and monitor these areas and provide interventions to all pupils who require additional support.

All teachers are continuing to become more confident in their own judgements of whether a child is on track or not. Teachers are using a variety of assessment methods – both formative and summative – as well as the Benchmarks to make these informed judgements.

Engagement levels are high for most pupils in the school, where they are keen to learn and participate in taking their own learning forward. The tracking of this will be next session’s focus.

Participation is also high within the local community, with almost all children attending clubs and activities out with the school environment, often utilising these skills within the school setting. The tracking of this will also be next session’s focus.

Pupil voice is strong within the school through our Mossy Voice groups, as well as at a more local

| Teachers’ own tracking/assessment folders |
| ASN Overview |
| Forward planning files |
| Pupil achievement and assessment folders |
| Achievement wall |
| Mossy Voice notes |
| Tea with Mr C notes |
| Visual Improvement Plan display |
level within each classroom. The use of HGIOURS has supported the systematic implementation of this.

Our attendance levels are monitored and are high for most pupils. Exclusion rates remain very low.

<table>
<thead>
<tr>
<th>Attendance records</th>
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| Staff within Mossneuk Nursery continue to track learning through the use of online Learning Journals. This includes the overall tracking of learning, as well as the next steps to learning for each child in the Nursery. These are then reported to parents at the end of the session through a written report. This has been supported by the inclusion of the SLC tracking and monitoring statements within the online system. |
| Journal records |

| Observations are shared on a weekly basis with parents/carers and they are encouraged to make their own comments, making it a 2-way communication. |
| Learning Journal Comments |

| Displays within the Nursery ensure we are sharing this learning with parents too, encouraging them to become involved through parents as partners groups as well as through comments and sharing learning with their child. |
| Parents as Partners Group minutes |
Overall evaluation of establishment’s capacity for continuous improvement

At Mossneuk, the whole team continue to be part of and proud of our continuous improvement journey.

Over the last number of years, we have developed a number of the key curricular areas in the school, namely elements of Literacy and Numeracy. These are now becoming embedded in the work that we do across all stages and we are now at a place where we can, more successfully, measure the impact of these developments.

In the coming session, these elements which have been developed can become part of our maintenance agenda and we can focus on some of the other “big” umbrella areas which sit across all areas of the curriculum. Focusing in on skills for learning, life and work, pupil engagement and participation and challenging our learners who are exceeding their outcomes will only be successful now that we have the “grassroot” curriculum to build upon. Developing these areas will ensure that we have a capacity to continuously improve.

Self evaluation continues to be a major focus within the school, where we can undertake work which involves us in looking inwards, outwards (to other schools in our Learning Community) and forwards. Ensuring this strong, collegiate process is down in a robust and detailed way allows us to pinpoint areas for development and focus on these in this and future sessions.

Our strong parental body are always keen to be involved and many of them are also engaged in the learning process which is happening on a daily basis. Our current and future work will ensure parents are encouraged to be engaged at all levels, another way to ensure our improvement cycle is continuous and sustained.

In the end, we have the focus on the pupils – from Nursery to Primary 7 – at the heart of all improvement work. This, again, is a way of ensuring the impact is sustained longer term. As we are a large primary school, it can be tricky to ensure all pupils get the same level, depth and quality of teaching and learning, but this being a focus of our improvement work – with continuity and progression at the heart – helps to make this possible.

- We have a strong staff team who strive for excellence. They are leaders of learning within their own classrooms and many of them are keen to take this leadership wider across their stage, department and whole school. This teamwork and sharing of good practice will continue to allow Mossneuk to improve.

- We have parents and carers who recognise the importance of a quality education and who work very closely with us to ensure this is in place and appropriate for their children.

- We have pupils who enjoy challenge. They also strive for excellence, understanding how important it is to try hard and be the best they can be! Recognising the importance of “Growing to Learn, Learning to Grow”, our school vision.

Signed:  

Date: June 2019